

# 2017 - 2018

## Accreditation Maintenance Report

### Commission on Peer Review and Accreditation of the Network of Schools of Public Policy, Affairs, and Administration Annual Accreditation Report

#### Instructions:

Please fill in the following narrative and quantitative fields with information related to conformance with Network of Schools of Public Policy, Affairs, and Administration Accreditation Standards. If the program wishes to provide additional context to its data, supplementary documents may be uploaded at the bottom of the form.

Programs should fill out a separate report for each accredited degree. **Programs with multiple campuses or modalities should provide data disaggregated by campus or modality. To do so, complete the first table for questions 6, 9, 10, and 12 in aggregate. Then, using the +Add new Delivery Modality breakdown button, create a new table for each modality at which the entire degree may be completed. For example, if the program has students enrolled in three modalities: main campus, an additional satellite campus, and online, Question 6 would be completed 4 times: the first table reflecting aggregate data (for all 3 modalities), the second table reflecting only main campus student data, the third table reflecting only satellite campus student data, and the fourth table reflecting only online student data.** Multiple modalities refers to differing modes of pedagogy within the same program, be they geographic, technological, curricular, or temporal. Typical structures that fall in this category are distance campuses, online education, and unique student cohorts within the program, such as executive or 3+2 cohorts.

This annual report form is designed to accommodate programs accredited under both the pre-2009 and the current accreditation standards (approved in 10/2009). All questions are required for programs accredited under the current accreditation standards.

The annual data report year is defined as the Academic Year prior to the report's submission. The program will indicate in the report if its university defines its Academic Year as "Fall, Spring, Summer" or "Summer, Fall, Spring".

Advisory: Where possible, COPRA attempts to collect data in the formats used by IPEDS and the Common Data Set initiatives in order to facilitate the program's efforts in obtaining information from institutional research departments at their campuses. COPRA recommends liaising with the appropriate offices at your university when reporting accreditation data.

**1. The mission of your program will automatically populate below from your last report. If it does not, please provide it below. Please note that the mission provided below will be used to populate your program's profile on the NASPAA website. If there have been any changes to your program's mission since your last review or annual report, please click [here](#) to enter the revised mission statement. Please describe the changes and the mission revision process (Question 3) regarding substantive change.**

#### Mission Statement

The mission of the Master of Public Administration program at Central Michigan University is to provide practitioners and pre-service students enriching learning experiences that prepare and advance their intellectual growth, ensure effective and accountable decision-making as they lead, manage, and serve in the public sector, and increase the likelihood of successful public governance via respect for citizens and clients in a variety of public service settings, from government organizations to non-profit agencies and international bodies.

#### Public Service Values

To achieve our mission and realize our vision, the MPA program at Central Michigan University emphasizes the following NASPAA public service values:

Students and alumni from the MPA program at Central Michigan University will:

- Pursue the public interest with accountability and transparency
- Serve professionally with competence, efficiency, and objectivity

- Act ethically so as to uphold the public trust
- Demonstrate respect, equity, and fairness to dealings with citizens and fellow public servants

### Universal Competencies

To implement its Vision and Mission statements, the MPA program at Central Michigan University has adopted the following set of NASPAA required competencies in its curriculum.

Students in the MPA program at Central Michigan University will develop and enhance their ability:

- To lead and manage in public governance
- To participate in and contribute to the policy process
- To analyze, synthesize, think critically, solve problems, and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenry

**2a. Indicate the mode(s) of program delivery that most accurately describe your program (check all that apply)**

- a. In person instruction only
- b. In person instruction with online coursework available
- d. Completely online (students never have to come to campus)

**2b. If applicable, please check the satellite campuses checkbox and indicate at which satellite campuses the *entire* degree may be completed.**

Satellite Campuses

**If applicable, please list your satellite campuses.**

For the AY 2017-2018 the entire degree could be completed at the following satellite campuses:

Traverse City, Michigan

Online

**2c. Does the program include an executive cohort or track?**

No

**3. Has your program made any substantive changes since the most recent review or annual report? If so, please elaborate.**

Beginning in the Fall of 2017, the MPA program implemented a completely online modality to complement our existing face-to-face modality and our face-to-face modality in satellite campuses. The online modality has been discussed in previous NASPAA reports, but in the Fall of 2017 it was officially implemented (in last year's report we also mentioned that the online modality was launching in Fall of 2017).

**4. Program Evaluation: Please discuss how the program has collected, applied, and reported information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement in the past year. If you wish to upload any supplements, you may do so at the bottom of the form.**

In November of each year, the program's Director and Assistant Director produce the annual competency assessment report. The competency assessment report shows student performance trends on our public service competencies for that year (in this case, this would be for the 2017-2018 assessment cycle). This competency report is discussed by the Public Administration Council (the governing entity of public administration faculty members that manage the MPA program). During previous cycles, the MPA discovered through competency assessment significant weaknesses in students' ability to demonstrate mastery on the data analysis competency (i.e. UC 3 'to analyze, synthesize, think critically, solve problems, and make decisions') and the public service competency (i.e. UC 4 'to articulate and apply a public service perspective'). Based on these historical data trends the MPA program made changes to its curriculum and pedagogic techniques. For instance, the program started a new mini-data analysis lab for its PAD 714 course (Program Evaluation) so that students would have additional courses emphasizing data analysis (in addition to the program's required course on research methods, PAD 780). In addition, the program made a concerted effort to introduce and reinforce public administration theories and perspectives in its PAD

610 Foundations of Public Administration course.

The 2017-2018 assessment indicates those changes are now paying off. In 2017-2018, the program assessed all of the students taking the MPA program's capstone course (PAD 730 'Public Service Competencies'). That course is designed for students to demonstrate mastery on all of the universal competencies and mission-specific competencies of the MPA program. Students taking the course analyzed a variety of public service cases where they produce diagnostic reports that reveal management errors in the case, data analysis problems in the case, etc. For 2017-2018, 17 students took that class and passed the course. In a separate competency assessment of those class artifacts (i.e. the reports written by the students for that class), two reviewers determined that all of the students demonstrated mastery of all of the program's universal and mission-specific competencies with especially high scores for UC 1 ('to lead and manage in public governance'), UC 3 ('to analyze, synthesize, think critically, solve problems, and make decisions'), and UC 4 ('to articulate and apply a public service perspective'). For a brief description of these findings, please see the attached competency report for 2017-2018. These results will be published on our program's website and discussed by the Public Administration Council throughout the remainder of 2018. Already, the faculty are using 2017-2018 data to improve the program. Discussions have started on revising our PAD 730 course to focus more on innovation and directly applying cases in the class to organizations that students either work for (or hope to work for). In this way, we hope to increase the amount of 'superior' performance of students in competency assessment while also better achieving our mission ideal of 'enriched learning experiences' for all students.

**5. Number of Faculty Nucleus** 8

In addition to indicating the number of nucleus faculty in question 5, nucleus faculty information should be entered using the "Add/ View a Faculty Member" tab at the top of the page. You only have to enter information for at least 5 nucleus faculty members. **If you have previously entered faculty information in a Self-Study Report or Annual Report within this system, the information will be auto-populated in the tab. Every year you must check to verify the accuracy of the information and edit as necessary.**

**6. Please provide the percentage of courses in each category that are taught by full and part-time faculty in the annual report year. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Full Time Faculty	Part Time Faculty
% All courses	84	16
% Courses delivering required competencies	91	9

**Delivery Modality** Main Campus

	Full Time Faculty	Part Time Faculty
% All courses	100	0
% Courses delivering required competencies	100	0

**Delivery Modality** Online Modality

	Full Time Faculty	Part Time Faculty
% All courses	80	20
% Courses delivering required competencies	92	8

**Delivery Modality** Satellite Campus

**Secondary Delivery Modality Name** Traverse City, Michigan

	Full Time Faculty	Part Time Faculty
% All courses	71	29
% Courses delivering required competencies	80	20

**8. Indicate how the program defines its** Fall, Spring, Summer

**Academic Year Calendar. For non-US programs (only) selecting 'other', please specify the term in which the majority of students first enroll.**

**9. Admissions:**

Please fill out this table describing your program's applicant pool for the annual report year. Combine applicants across the year into one pool. The number of enrolled students should only include those students who were admitted and enrolled within the annual report year. This number should not reflect total student enrollment. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.

<b>Applicants</b>	74
<b>Admitted Students</b>	68
<b>Enrolled Students</b>	45
<b>Delivery Modality</b>	Main Campus
<b>Secondary Delivery Modality Name</b>	Mount Pleasant
<b>Applicants</b>	24
<b>Admitted Students</b>	21
<b>Enrolled Students</b>	13
<b>Delivery Modality</b>	Online Modality
<b>Applicants</b>	48
<b>Admitted Students</b>	45
<b>Enrolled Students</b>	34
<b>Delivery Modality</b>	Satellite Campus
<b>Secondary Delivery Modality Name</b>	Traverse City, Michigan
<b>Applicants</b>	2
<b>Admitted Students</b>	2
<b>Enrolled Students</b>	2

**10. Graduation Rates:**

Below, using the ARY-5 cohort , indicate the cohort's initial enrollment numbers, how many of those enrolled graduated within 2 years, as well as those students graduating within 3 and 4 years. Note that the numbers in each successive column are cumulative, meaning that the number of students in the column for 4 years should include the numbers of students from the 3 year column, plus those that graduated within 3-4 years. In the final column, sum the total number of students who have graduated (column 4) and those students who are continuing to graduation. For example, if 15 students initially enrolled, 10 graduated in 2 years, 2 graduated in 3 years, 1 graduated in 4 years, and 2 more are still active in the program, you would enter: 15; 10; 12; 13; 15. NOT 15; 10; 2; 1; 2. **Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	59	43	48	50	52

**Delivery Modality**

Main Campus

**Secondary Delivery Modality Name**

Mt Pleasant

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	10	8	9	9	10

**Delivery Modality**

Satellite Campus

**Secondary Delivery Modality Name**

East Lansing 2

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	14	12	12	12	12

**Delivery Modality**

Satellite Campus

**Secondary Delivery Modality Name**

Dearborn 2 Detroit 11

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	19	13	15	16	16

**Delivery Modality**

Satellite Campus

**Secondary Delivery Modality Name**

Atlanta 6

	Initially Enrolled	Graduated within 2 years	Graduated within 3 years	Graduated within 4 years	Total Students Graduated and Persisting to Graduation
<b>Total Number of Students in the ARY-5 Cohort</b>	15	9	11	12	13

**11. Please define your program design length:**

Semesters

4

**12. Report the job placement statistics (number) for the year PRIOR TO the annual program survey year, of students who were employed in the "profession" within six months of graduation, by employment sector, using the table below. Programs with multiple campuses or modalities should also provide supplemental table(s) that break this information down by each campus or modality, using the green +Add new Delivery Modality breakdown button.**

**National or central government in the same country as the program** 0

**State, provincial or regional government in the same country as the program** 5

**City, County, or other local government in the same country as the program** 3

**Government not in the same country as the program (all levels) or international quasi-governmental** 0

**Nonprofit domestic-oriented** 7

**Nonprofit/NGOs internationally-oriented** 3

**Private Sector - Research/Consulting** 1

**Private Sector but not research/ consulting** 0

**Obtaining further education** 3

<b>Military Service</b>	0
<b>Unemployed (not seeking employment)</b>	0
<b>Unemployed (seeking employment)</b>	0
<b>Status Unknown</b>	2
<b>Total</b>	24

**Delivery Modality** Main Campus  
**Secondary Delivery Modality Name** Mt Pleasant

<b>National or central government in the same country as the program</b>	0
<b>State, provincial or regional government in the same country as the program</b>	0
<b>City, County, or other local government in the same country as the program</b>	1
<b>Government not in the same country as the program (all levels) or international quasi-government</b>	0

<b>Nonprofit domestic-oriented</b>	2
<b>Nonprofit/NGOs internationally-oriented</b>	2
<b>Private Sector - Research/Consulting</b>	1
<b>Private Sector but not research/consulting</b>	0

<b>Obtaining further education</b>	2
<b>Military Service</b>	0
<b>Unemployed (not seeking employment)</b>	0
<b>Unemployed (seeking employment)</b>	0
<b>Status Unknown</b>	1
<b>Total</b>	9

**Delivery Modality** Satellite Campus  
**Secondary Delivery Modality Name** Traverse City #1

<b>National or central government in the same country as the program</b>	0
<b>State, provincial or regional government in the same country as the program</b>	1
<b>City, County, or other local government in the same country as the program</b>	1
<b>Government not in the same country as the program (all levels) or international quasi-government</b>	0

<b>Nonprofit domestic-oriented</b>	0
------------------------------------	---

<b>Nonprofit/NGOs internationally-oriented</b>	0
<b>Private Sector - Research/Consulting</b>	0
<b>Private Sector but not research/consulting</b>	0
<b>Obtaining further education</b>	0
<b>Military Service</b>	0
<b>Unemployed (not seeking employment)</b>	0
<b>Unemployed (seeking employment)</b>	0
<b>Status Unknown</b>	1
<b>Total</b>	3

**Delivery Modality** Satellite Campus

**Secondary Delivery Modality Name** Alexandria

<b>Nonprofit domestic-oriented</b>	1
<b>Total</b>	1

**Delivery Modality** Satellite Campus

**Secondary Delivery Modality Name** Dearborn #2

<b>State, provincial or regional government in the same country as the program</b>	1
<b>Total</b>	1

**Delivery Modality** Satellite Campus

**Secondary Delivery Modality Name** Warren

<b>Status Unknown</b>	2
<b>Total</b>	2

**Delivery Modality** Satellite Campus

**Secondary Delivery Modality Name** Saginaw

<b>State, provincial or regional government in the same country as the program</b>	3
--	---

<b>City, County, or other local government in the same country as the program</b>	1
---	---

<b>Nonprofit domestic-oriented</b>	4
<b>Total</b>	8

**13. CHEA requires NASPAA to ensure that programmatic outcomes are provided on all public communication materials. Please copy and paste an URL link to where your program website presents employment and completion statistics (or other programmatic outcomes) to show student success.**  
<https://www.cmich.edu/colleges/class/PoliticalScience/graduate/MPA/ProgramData/Pages/default.aspx>

**15. If there have been any significant changes in resource trends and the sufficiency of resources available to the program to pursue its mission, objectives, and continuous improvement. (If there are no changes, the program may leave this field blank.)**

In October of 2017, the College announced significant cuts to most academic programs. For the MPA program, cuts included the following: deletion of summer salary for the Certified Nonprofit

Professional (CNP) Director (approximately \$2500); deletion of summer salary for the Internship Director (approximately \$5000); and deletion of 50% of the summer salary for the MPA Director (approximately \$5000). At the same time, the MPA program received a budget of \$20,000 to pay for programmatic expenses which is a significant increase over the previous year. Additionally, the Assistant MPA Director received a raise of approximately 7% to reflect expanded duties with NASPAA accreditation. Currently, the program is still able to manage these cuts without compromising our mission as duties that were previously awarded with summer salary will now be counted as service. Thus, faculty members are still willing to do them.

**16. If your program is being monitored on a specific Standard, you are required to provide updated information on the issue raised by COPRA in your decision letter each year until which you are notified that COPRA has removed the monitoring. Please refer to your most recent decision letter, available in the Documents tab, to review COPRA's request for ongoing information. Your program is being monitored on the following standards:**

<b>Standard 1.1</b>	No
<b>Standard 1.2</b>	No
<b>Standard 1.3</b>	No
<b>Standard 2.1</b>	No
<b>Standard 2.2</b>	No
<b>Standard 3.1</b>	No
<b>Standard 3.2</b>	No
<b>Standard 3.3</b>	No
<b>Standard 4.1</b>	No
<b>Standard 4.2</b>	No
<b>Standard 4.3</b>	Yes

**Standard 4.3 Response**

The program has been able to collect more comprehensive alumni data by working with the University's Alumni Office. The program now receives annual alumni data from that office and supplements that data by engaging directly with MPA alumni. Additionally, the program has been routinizing its interactions with alumni via surveys, the capstone course, and our advisory board.

<b>Standard 4.4</b>	No
<b>Standard 5.1</b>	No
<b>Standard 5.2</b>	No
<b>Standard 5.3</b>	No
<b>Standard 5.4</b>	No
<b>Standard 6.1</b>	Yes

**Standard 6.1 Response**

As mentioned in Question 15, the College announced significant cuts to most academic programs in October of 2017. These cuts were mandated from the Dean of the College. As part of the Dean's cuts, almost all summery salaries for faculty within the College were eliminated. For the MPA program, cuts included the following: deletion of summer salary for the Certified Nonprofit Professional (CNP) Director (approximately \$2500); deletion of summer salary for the Internship Director (approximately \$5000); and deletion of 50% of the summer salary for the MPA Director (approximately \$5000). Currently, the program is still able to manage these cuts as summer duties

that were previously awarded with summer salary will now be counted as service. Thus, faculty members are still doing them.

At the same time, the MPA program received a budget of \$20,000 to pay for programmatic expenses which is a significant increase over the previous year. Additionally, the Assistant MPA Director received a raise of approximately 7% to reflect expanded duties with NASPAA accreditation.

To help achieve our mission in a time of retrenchment, the MPA program continues to explore partnerships with other graduate programs on campus. In the Fall of 2017, our program's attempts to work with the Department of Economics collapsed as the Department of Economics ultimately refused to partner with the MPA program. However, the program has since started to collaborate with the University's MPH program on a possible dual-degree, MPA-MPH program. In addition, our program continues to coordinate its efforts to distinguish our program from the University's MSA program by meeting with the MSA Director and the Dean of the College of Graduate Studies. For example, in 2017 the program met with the MSA Director and the Dean of the College of Graduate Studies regarding the scheduling of MPA and MSA courses. Changes made to the scheduling process should help alleviate some confusion among students regarding the two programs.

**Standard 7.1**

Yes

**Standard 7.1 Response**

As part of the management of our website communications, our program has updated its data tables on employment trends of alumni, admission data, and program completion data. We have also revised the program's website to be more readable, especially regarding programmatic data trends.

During the last year, our College's name changed to the College of Liberal Arts & Social Sciences. Thus, a new url for the MPA program's website was implemented over the Summer of 2018, that url has been uploaded in question number 13.

**Monitored under old Standards**

No

**17. Upload any relevant exhibits or explanatory supplements here. You may upload as many supplements as necessary. However, you can only upload one file. You should combine multiple documents into one pdf for upload. (Optional for all programs)**

[Download](#)

*End Accreditation Maintenance Report*

**Annual Program Survey**

**Short Form**

**Membership Level Data**

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

**18. Last fall semester/quarter, what was the number of each of the following? (use headcount, not FTE. If you have only FTE data, please indicate this in the Comments & Caveats section below.)**

**Total Instructional Faculty for your NASPAA degree program(s)**

8

**Total sections offered by your NASPAA 15  
degree program(s)**

**Percentage of those sections taught by 67  
full-time faculty**

**Tuition**

For the following questions relating to tuition/fees, the program should provide data for a student enrolled on a FULL TIME basis. Please include all mandatory fees as well as tuition in your calculations. Do not include adjustments for financial aid offered to students. If appropriate, report the following separately (Private Institutions should report their tuition under Level 1):

- Level 1: The highest level of tuition (Typically for Out of State students)
- Level 2: For those programs with a second, lower tuition rate (Typically for In State students)

**19. What is the total, non-discounted cost (tuition/fees) for a Full Time Student who enrolled in fall of the survey year to complete the degree program?**

	Out-of-state	In-state
<b>Tuition</b>	31,450	22,052
<b>Fees</b>	950	950
<b>Total Cost</b>	32,350	23,002

**Financial Aid**

For this survey, financial aid consists of tuition scholarships, assistantships, fellowships, or work-study support from your institution. This includes direct funding from your program or from other sources within the institution. Do not include loans or other assistance that must be repaid.

Indicate the percentage of students enrolled in the program who received financial aid. Enter separate percentages for Full-time, Part-Time, and International Students. Enter a whole number between 0 and 100 for 0% to 100%.

**20. % of Full-Time Students receiving 18  
Financial Aid**

**22. % of International Students (Full 14  
and Part-Time) receiving Financial Aid**

**Program Level Data**

The following section should be completed for each of your NASPAA membership degrees.

**23. Name of the School/ Department where the program resides** Department of Political Science and Public Administration

**24. Indicate who the program is primarily designed to serve (select only one):** c. Both full-time and part-time students

**25. Are evening or weekend classes available** We have both evenings and weekend ones

**26. Approximately how many** 4 Semesters

semesters/ terms would it take a full-time student to complete the program?

27. In the area below, describe what is distinctive about this degree program that you would like prospective students to know. You may not refer to your programs US News and World Report rankings in this text box. (Limit 60 words)

Central Michigan University's MPA program has an innovative international research component: TIGRE-Net (Transnational Initiative on Governance Research & Education Network). This research component directly links students with international governance researchers and has published books on international governance challenges. As part of our ongoing dedication to our mission we offer the opportunity to complete an elective course through study abroad.

28. Please select the concentrations/specializations your program offers (Check all that apply):

City/ Local  
General/ Public Management  
Nonprofit  
Public Sector  
State

29. If your program has a branch or satellite campus located in another state or country, please check off which location(s) your program is available. No

30. Admission Requirements (check all that apply):

Bachelors Degree	Required
Letter of Recommendation	Required
Resume	Required
Standardized Tests	Optional
GRE	No
GRE Qualitative	No
GRE Quantitative	No
GMAT	No
LSAT	No
TOEFL	No
Other Standardized Test	No
GPA	Required
Minimum Required GPA	2.80
Statement of Intent	Required
Essay/Additional Writing Sample	Optional
Professional Experience	Optional
Interview	Optional
Special Mission Based Criteria	N/A
Other	N/A

31. Please provide a short (300 characters) description of your programs

**admissions policy. (In this area you may talk about waivers, typical admits, and mission based admissions factors).**

Individuals with a GPA of less than 2.8 may receive conditional admission.

Students lacking in professional experience must complete an internship as part of their 37 credit hour program.

The following questions on enrollment data refer to the *current Fall*. For example, if you are filling out the 2017-2018 Annual Data Report you are reporting enrollment numbers for **Fall 2018**.

**32. What is the total number of new students entering the program in the fall?** 37

**33. What is the total number of students currently enrolled in the program?** 100

**34. Of the total number of students currently enrolled, what is the percentage of**

**a. Out-of-state students:** 15%

**b. International students:** 7%

**c. Female students:** 62%

**d. Part-time students:** 63%

**e. Persons of diversity** 30%

**35. How many degrees were awarded by this degree program during data report year** 10

## Long Form

### Membership Level Data

If your school has more than one degree that falls under your NASPAA membership, you should aggregate the data for each degree into one response for these questions. You will only need to complete this section for your first degree program.

**36. What is the median salary for the following (if you have 3 or fewer total faculty use d. to enter median salary):**

**a. Professor:** 98,555

**b. Associate Professor:** 79,344

**c. Assistant Professor:** 70,175

**37. Please enter the staff FTE (Full-Time Equivalent) devoted to those functions (even if some staff perform multiple functions). Use 0 [zero] for functions without designated staff.**

**a. Recruiting:** 0.10

**c. Student Advising:** 0.30

**e. Alumni:** 0.20

**f. Distance Learning Administrative Support:** 0.40

**38. Health Insurance Fees: Do the mandatory fees included in the calculations of cost in non-discounted cost (tuition/fees) of the degree program, include health insurance?** No

**39. Were students accepted into the program offered Graduate/Teaching Assistantships this academic year?** Yes

**40. If your program offers a stipend for your graduate or teaching assistants, what is the average stipend offered?** \$10,001-\$15,000

**41. Do you offer any tuition waivers or scholarships not tied to Graduate/Teaching Assistantships?** Yes

**42. Does the program:** include tuition in financial aid

**43. If your program offers a tuition waiver, what is the maximum number of years a student can receive a tuition waiver?** 2years

#### Program Level Data

The following section should be completed for each of your NASPAA membership degrees.

**44. Your institution is:** A NASPAA Member

**45. Indicate the location of the degree program within the University:** f. Other (Please explain)

**Other location within the University:**

In a department of Political Science and Public Administration

**46. Is a Dual-degree option available to students?** No

**47. What is the institution's academic calendar?** Semester

**48. Indicate the credit hour allocations for the following (use hours not percentages):**

**a. Required Courses:** 25

**c. Required Internship:** 0

**b. Elective Courses:** 12

**d. Other:** 3

**49. What is the primary language(s) of instruction used for this degree program** English Only

**If other, explain**

Pre-service students must complete an internship for 3 credit hours. The internship replaces one of the elective courses. Students with public service experience are not required to take the internship.

**50. Do you accept new students year round or just in the Fall each academic year?** c. Other (Please specify)

**Other acceptance method:**

We admit new students in the Fall, Spring, and Summer semesters.

**51. Of the total completed applications received in the academic year for this program, how many were accepted/admitted?** 64

**52. Of the total admitted, what is the percent for:**

**a. Out-of-state residents:** %31

**b. International students:** %13

**c. Female:** %53

**d. Persons of Diversity** %33

**53. Of this number (total degrees awarded from Short form), how many were joint degrees?** 0

**54. What is the data source for your alumni data? (Check all that apply.)** University Alumni Office  
University Development Office

**55. If most of your alumni data were collected from surveys, what was your survey sample collection criteria?** 3 years after graduation